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Factors Affecting Knowledge Transfer Interactions and Their Modelling in Higher Education (Based on a Hungarian Empirical Study)

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ABSTRACT

There is no question that today's successful universities see themselves as bastions of knowledge transfer. The classic institutional role involves the transfer, development and preservation of knowledge. However, universities often fail to realise that several factors can influence the nature and frequency of knowledge transfer interactions between institutional citizens. The authors surveyed Hungary in 2021 and 2022 to analyse this, involving 552 students. The results show that students are more likely to seek professional help from teachers who provide them with up-to-date, practical knowledge. Furthermore, the authors present their own learning analytic model, using students' baseline data to predict the extent to which students are willing to interact with instructors for knowledge transfer.

KEY WORDS

Knowledge transfer, cooperation, higher education, willingness, model

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